

**THE USE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM
STRATEGY IN TEACHING READING COMPREHENSION**

AN ARTICLE

WIKA ANDRIANI SULISTYOWATI

F12108051



**TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
PONTIANAK**

2015

THE USE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM STRATEGY IN TEACHING READING COMPREHENSION

Wika Andriani Sulistyowati, Rismaya Marbun, Y. Gatot Sutapa.Y

English Education Study Program FKIP Untan, Pontianak.

Email: wika.andriani29@gmail.com

Abstrak: Tujuan dari penelitian ini adalah untuk menemukan keefektifan strategi Imagine, Elaborate, Predict, and Confirm (IEPC) dalam pengajaran membaca pemahaman dengan materi teks recount untuk siswa kelas delapan SMP Negeri 2 Sungai Raya pada tahun ajaran 2013/2014. Penelitian ini menggunakan Quasi Experimental dalam bentuk non equivalent control group. Subjek penelitian yang diambil adalah kelas VIII A (kelas kontrol) dan VIII C (kelas eksperimen). Peneliti menggunakan metode sampling judgmental, dimana siswa yang dipilih sebagai subjek penelitian tidak diambil secara acak. Berdasarkan dari hasil analisis, nilai effect size yang didapat adalah 1.2, ini dikategorikan sebagai efek size yang besar karena memiliki nilai lebih besar daripada 0.8 ($ES > 0.8$). Dengan demikian, dapat disimpulkan bahwa mengajar membaca pemahaman recount text dengan menggunakan strategi Imagine, Elaborate, Predict, and Confirm (IEPC) secara efektif dalam meningkatkan kemampuan siswa dalam memahami teks recount.

Kata Kunci: Imagine, Elaborate, Predict, and Confirm Strategy, Recount Text

Abstract: The aim of this research was to find out the effectiveness of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy in teaching reading comprehension in form of recount text to the eighth grade students of SMP Negeri 2 Sungai Raya. This research used quasi experimental research with non-equivalent control group design. The subjects of this research were taken from class VIII A (control group) and VIII C (Experimental group). The researcher used judgmental sampling method, where the students were not taken randomly. Based on the analyzed result, the value of effect size obtained was 1.2, it was categorized as big effect since the value was higher than 0.8 ($ES > 0.8$). Therefore, it can be concluded that teaching reading recount text by using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy effectively improved the students' comprehension.

Key words: Imagine, Elaborate, Predict, and Confirm Strategy, Recount Text

Reading is not simply looking at words of a sentence or paragraph. It is an act of absorbing information contained in the text. Gambrell and Dromsky in Westwood (2001, p. 10) stated that, "Reading is a process in which readers actively search for and make meaning for them in what they read". In the other words, reading is a process where the reader interacts with the text in purpose of eliciting meaning of the written text.

Based on the syllabus for eighth grade students, reading is one of the four basic skills to be taught. It has an important role for the students' learning process in English subject, where most of the activities require the students to read. Concerning the material of reading for the junior high school especially eighth grade students of SMP Negeri 2 Sungai Raya in academic year 2013/2014, learning English is more focusing on reading comprehension. As a proof, for examination test the teachers tend to give the students reading comprehension test rather than other skill. Unfortunately, the students were unable to comprehend the text given resulted on the low achievement of the students' score, and the low excitement of the students' in teaching learning process.

Regarding to the problem, the students found it was difficult to comprehend the whole text given and they have difficulties in answering the questions in form of reading passage. Related to this situation, the researcher tried to apply a reading comprehension strategy to help the students comprehending the text easier and help the students to interact with the text. Considering its importance, the strategy used by the researcher was Imagine, Elaborate, Predict and Confirm (IEPC). Imagine, Elaborate, Predict and Confirm (IEPC) Strategy is a suitable strategy to apply in teaching reading comprehension. It has four steps, imagining, elaborating, predicting and confirming. This strategy allows the students to develop their way of thinking to comprehend the text by imagining things in the text, recalling their previous knowledge, as well as elaborating the information that they get from imagining. As the next activity, the students must use their previous information to predict what will the text tell them, then the students make a confirmation whether they have right prediction or not. These series IEPC Strategy will help to engage the students with the text and help them to understand the text independently.

Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy is a reading comprehension strategy designed to motivate the students' interest in reading and stimulate their ability in comprehending the text, Wood (2002). This strategy requires the students to use their imagination, elaboration, prediction and confirmation towards the text they read. The IEPC strategy has been field tested and has proven to increase students' motivation to read and the students' interest to comprehend the text.

IEPC is a whole class strategy designed to make an imagination, a prediction and extend it throughout the pre reading, while reading, and post reading stages of an instructional lesson. However, in order to make prediction about a text, students must have prior knowledge about the topic, such as the meaning or the name of the place in the text given to retrieve the information and knowledge, Wood and Endres (2004). To make students do the prediction, the teacher does not simply asking the students to guess what will happen in the story. The teacher must try to stimulate the students to imagine a particular object or places and make sure that the students have imagination towards the object.

Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy has four phases, Imagining (I), Elaborating (E), predicting (P), and Confirming (C). As with any other strategy, the modelling phase for IEPC involves explicating, demonstrating, and thoroughly explaining to the students what the strategy is and how it can help

them to learn more effectively (Wood, 2002). Explaining the purpose of the lesson, the “what”, “how” and “why” is an essential part of engaging the reader with the text.

Comprehending the meaning of the text is the goal of reading. The students’ quality of their comprehension can be seen when they interact with the text during reading and after reading. The teacher’s roles considered as the key factor which may affect students’ comprehension to the text such as helping and training the students to pick the main ideas and engage the students’ to think critically towards the text they read.

Considering the English material, task, and the examination in the eighth grade students of junior high school level, especially in SMP Negeri 2 Sungai Raya which more focused reading comprehension, the researcher applied a new reading strategy called Imagine, Elaborate, Predict and Confirm (IEPC) to help the students understand the text well. The researcher chose this strategy among the other strategies because this strategy can be used to engage the students in active reading activities. By using this strategy, the students were not doing silent reading, they are required to use their imagination before reading and use their prediction also they are guided to make confirmations about the prediction section they did previously to be able to comprehend the whole text. The processes of teaching the students using IEPC Strategy included in three main stages.

Pre Reading Stage

The pre reading stage is the most important stage of this instructional lesson. In this stage, the prior knowledge of the students is elicited, the background of information is developed, the purpose for reading and the interest or enthusiasm to follow the lesson are established. In pre reading stage, there are three phases to be followed by the students, they are imagining, elaborating, and predicting.

The first phase is Imagination (I). In this phase, the teacher tells the students that before they read, they will try to visualizing in their mind about the topic given. The students will have their eyes closed and imagine everything about the topic. The next phase is Elaborate (E). In this phase, the students are asked to add more details about the result of their previous imagination. The teacher may ask the students to relate what they have visualized to their prior knowledge, and write in in Elaborate (E) column. As the third phase is Predict (P). The students will be asked to do some predictions about what will happen in the story before they read it. The students will be guided by the teacher to predict the story based on their own imagination and help them to get the ideas by introducing some major characters in the story.

Reading Stage

In this reading stage, the students are asked to read whole story of the passage given by the teacher. They have to read it carefully since they must confirm what they imagined before in the last phase of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. During reading stage, the students must read the text individually and try to remember what the story tells them. The

teacher must tell the students that they may take notes or remember the key information of the text they read.

Post Reading Stage

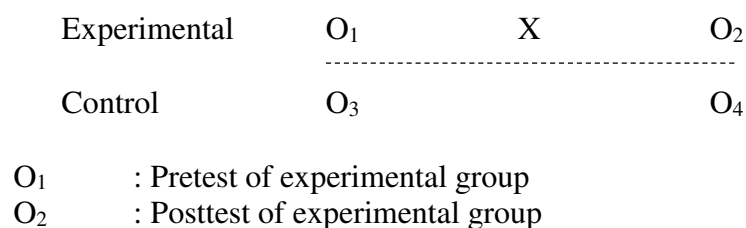
In post reading stage, the students must confirm what they have predicted before by following the last phase of the activity. The last phase is Confirm (C). This phase is done after reading. They must confirm whether the predictions they made is correct or wrong. The students will not be assessed in this phase, so it is acceptable if the students make wrong prediction. The main concern of this strategy is not to score their prediction, but to make the students comprehend the text through that prediction. Although their prediction is wrong, the teacher must tell the students how the story goes on, so the students will understand it better. In conclusion, it was hoped that the students can have better comprehension by using Imagine, Elaborate, Predict and Confirm (IEPC) Strategy as an alternative way to learn recount text.

METHOD

In this research, the researcher used a quasi-experimental study. Muijs (2004, p. 27) states “Quasi-experimental research is especially suited to looking at the effects of an educational intervention, such as a school improvement programme, a project to improve a specific element or a professional development programme”. The main goal of quasi-experimental research was to find out the possibility of cause-effect relationship towards the subject being observed.

It was explained by Muijs (2004) that in quasi experimental, there is at least one experimental group and one control group. This research employed the non-equivalent control group design. It is one of the common research design used in education. The non-equivalent group assigned without administering the randomization where the subject may have different level of knowledge. In the non-equivalent control group design, only the experimental group was given special treatment.

This research was aimed at finding out the effectiveness of IEPC Strategy in teaching reading comprehension. The researcher carried out the experiment by dividing the sample of the research into two groups, the control group and the experimental group. For experimental research, it was started by giving pretest for both groups in order to know the student’s ability before the treatment. After that, the research was continued by giving treatment only to the experimental group. The treatment given is by using IEPC Strategy in which the students were required to follow each phases of the strategy. The control group was not given treatment as its function is to be the comparing part. This design can be diagrammed as follows:



- O₃ : Pretest of control group
- O₄ : Posttest of control group
- X : Treatment
- : Explained the two groups are not assigned randomly

In taking the sample of research, the writer used judgmental sampling. In this type of sampling, subjects are chosen to be part of the sample with a specific purpose in mind. With judgmental sampling, the researcher believed that some subjects are fit for the research compared to other individuals, (Latham, 2007). This was the reason why they were purposively chosen as subjects. Related with this method, the writer chose two classes as the sample of this research. The selected sample taken from class VIII A which consisted of 26 students and class VIII C consisted of the same number of the students, so the total number of the sample were 52 students.

The procedures in implementing the strategy were divided into three phases. The pre reading stage is the most important stage of this instructional lesson. Wood & Endres (2004, p. 348) stated that, "In this stage, the prior knowledge of the students is elicited, the background of information is developed, the purpose for reading and the interest or enthusiasm to follow the lesson are established". In pre reading stage, there are three phases to be followed by the students, they are imagining, elaborating, and predicting.

The first phase is Imagination (I). In this phase, the teacher tells the students that before they read, they will try to visualizing in their mind about the topic given. The students will have their eyes closed and imagine everything about the topic. The next phase is Elaborate (E). In this phase, the students are asked to add more details about the result of their previous imagination. The teacher may ask the students to relate what they have visualized to their prior knowledge, and write in in Elaborate (E) column. As the third phase is Predict (P). The students will be asked to do some predictions about what will happen in the story before they read it. The students will be guided by the teacher to predict the story based on their own imagination and help them to get the ideas by introducing some major characters in the story.

In this reading stage, the students are asked to read whole story of the passage given by the teacher. They have to read it carefully since they must confirm what they imagined before in the last phase of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. During reading stage, the students must read the text individually and try to remember what the story tells them. The teacher must tell the students that they may take notes or remember the key information of the text they read.

In post reading stage, the students must confirm what they have predicted before by following the last phase of the activity. The last phase is Confirm (C). This phase is done after reading. They must confirm whether the predictions they made is correct or wrong. The students will not be assessed in this phase, so it is acceptable if the students make wrong prediction. The main concern of this strategy is not to score their prediction, but to make the students comprehend the text through that prediction. Although their prediction is wrong, the teacher must tell the students how the story goes on, so the students will understand it better.

In this research, the researcher used measurement technique to measure the effectiveness of using Imagine, Elaborate, Predict and Confirm (IEPC) strategy in teaching reading comprehension. The measurement techniques was held twice, before the treatment and after the treatment. Before the treatment, the researcher conducted a pretest to the experimental group and the control group. The test was aimed at finding out the students' condition before the treatment was given. After the treatment, the researcher gave both groups a posttest. The posttest was used to get the data after the treatment was given to the students. Thus, the researcher used Effect Size (ES) formula as the way to get clear data of the treatments. The formula shown as follow:

$$d = \frac{X_t - X_c}{S_{pooled}}$$

(Thalheimer and Cook, 2002, p. 4)

Where: d = Cohen's d effect size
 X_t = Mean score of experimental group
 X_c = Mean Score of control group

The obtained data, then was categorized based on Cohen's d criteria in Thalheimer (2002, p. 3). The criteria of effect size were shown as on table 1.

Table 1
The criteria of Cohen's d effect size

| | |
|---------------------------------|---------------|
| $d \leq 0.20$ | Small |
| 0.50 | Medium |
| $d \geq 0.80$ | Large |

FINDINGS AND DISCUSSION

Findings

To calculate the effect size of the treatment, the researcher used the formula below:

$$d = \frac{X_t - X_c}{S_{pooled}}$$

In order to be able to find out the effectiveness of the treatment, the standard deviation of both groups must be known. The formula used by the researcher was:

$$\begin{aligned}
 S_{pooled} &= \sqrt{\frac{(n_t-1)s_t^2 + (n_c-1)s_c^2}{n_t + n_c}} \\
 &= \sqrt{\frac{(26-1)8.847^2 + (26-1)3.341^2}{26+26}} \\
 &= \sqrt{\frac{(25)78.269 + (25)11.162}{52}} \\
 &= \sqrt{\frac{1956.72 + 279.05}{52}} \\
 &= \sqrt{\frac{2235.77}{52}} = \sqrt{42.99} = 6.55
 \end{aligned}$$

Therefore, the calculation of the effect size was calculated as follow:

$$\begin{aligned}
 d &= \frac{X_t - X_c}{S_{pooled}} \\
 &= \frac{14 - 6}{6.55} \\
 &= \frac{8}{6.55} = 1.2
 \end{aligned}$$

From the calculation of the data, the result of the research showed that the effect size of the treatment was 1.2, which means the result was effective ($ES \leq 0.80$). The result was gathered using measurement technique, where the students were given a test with the total number of the questions 30. At first, the researcher administered a pretest in order to know the students' understanding before the treatment. From the pretest, it was resulted that the mean score of the experimental group was 51, meanwhile the result of the control group was 51. From the result, it can be concluded that both groups have similar understanding in reading comprehension.

Based on Urdan's criteria of effect size treatment, the result above 0.8 is considered as highly effective. It surely reject the Null Hypothesis (H_0) which stated that teaching reading comprehension using IEPC Strategy is not effective. Hence, The result fulfill the alternate hypothesis that the use of IEPC Strategy is

effective in teaching reading comprehension to the eighth grade students of SMP Negeri 2 Sungai Raya.

Discussion

Imagine, Elaborate, Predict and Confirm (IEPC) is a strategy to help students increase their understanding as well as comprehending the text by using visual imagery to predict events of the text. It began by modeling for the students how to imagine a scene, add details and then using their thinking to predict a possible story line. After reading, students should confirm their prediction from the previous activity to know whether their prediction is right or wrong.

In this research, the researcher applied IEPC Strategy to the eighth grade students of SMP Negeri 2 Sungai Raya. The form of research applied was quasi-experimental research with non-equivalent control group. This research was done by assigning the sample of the research into two groups, the experimental and the control group. It was aimed at finding out the accurate data of the effectiveness of the use of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy in teaching reading comprehension to the eighth grade students in SMP Negeri 2 Sungai Raya in academic year 2013/2014.

Considering the material of recount text in SMP Negeri 2 Sungai Raya, the researcher chose to make the teaching material by herself (as shown in the lesson plan). It was under consideration that the researcher wanted to use Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy with contextual material where most the students have prior knowledge in it. It was purposed to make students easier in making imagination of what they have seen before or something they have experienced. The texts were chosen with the expectation that the students may recall their prior knowledge towards the topic, so that they would be able to imagine it. The example of text was My Holiday in Singkawang, My Experience in Oevang Oeray Swimming Pool, and My Experience in Riding Bicycle. The material itself was made by the researcher by adjusting the level of the students in English.

Seeing the achievement of both groups, it can be concluded that there was changes in the students' achievement in reading comprehension in the experimental group. It indicated that the use of IEPC Strategy is effectively influence the students' reading comprehension. Thus, the answer of the research question can be answered that the use of IEPC in teaching reading comprehension especially recount text in the eighth grade students of SMP 2 Sungai Raya is effective.

In the implementation of this research in the classroom, it was found that IEPC Strategy effectively improve the students' reading comprehension. It was seen by the calculation of the data which shown that the effectiveness of IEPC in teaching reading comprehension categorized as highly effective (1.2).

The researcher realized that each strategy must have advantage and disadvantage. For Imagine, Elaborate, Predict and Confirm (IEPC) strategy, the advantages found by the researcher in using IEPC Strategy can be explained as follows: (1) This strategy really engaged the students in an active reading activity, which considered as an act to develop their reading comprehension of the text. (2) This strategy could help the students to interact with the text. The students were

not only doing silent reading and did nothing with the text, but they were required to do each steps of the strategy, including Imagine, Elaborate, Predict and Confirm phase to make them get better understanding. (3) In Imagine phase, the students were guided to use their imagination toward the topic given by the teacher, the students were able to develop their own way of thinking as the process of comprehending the essence information from the text. (4) In Predict phase, the students used their critical thinking to predict what will happen in the text. Building critical thinking for the students could be an overwhelmed task for the teacher, but through this phase of IEPC strategy, the students were trained to use their critical way of thinking in fun way and without feeling in pressure. (5) As in Elaborate phase, the students were guided to expand their basic knowledge. Being able to elaborate one idea is a good progress of the students; it means that they have already able to comprehend the knowledge of information throughout the previous phase of the strategy. (6) The advantage of Confirm phase is that the students were able to make a conclusion of what they have done so far as a product of their understanding. If they have wrong prediction, in Confirm stage they still could understand which information was the right one by doing some checklist from the chart that has been written by the students and concluded it into one idea.

Aside from the advantages, Imagine, Elaborate, Predict and Confirm (IEPC) strategy also has a disadvantage. This strategy could be very overwhelmed to be done by the teacher if the teacher did not have a good preparation and good class management. The disadvantage of this strategy still could be covered if the teachers have good preparation as the basic for the teacher to be successful in implementing the strategy, the teacher should be aware of the need to build students' interest in the strategy used, introduce selected vocabulary, develop some background for understanding the passage, and provide the student with an understanding of the rules of IEPC strategy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis, the researcher concludes that teaching reading comprehension is not only about the text and the reader, the teacher should be able to find an attractive way as an alternative to teach the students. To raise the students' interest in the reading activity, the teacher could introduce a reading strategy for example using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy. From this research, it was found that the use of Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy is effective to teach reading comprehension. It enables the students to use their imagination and prediction as ways in comprehending the text. This strategy also helpful to make the students be strategic while they read the text. The application of this strategy in the classroom really help the students be more active, they did not feel any burden to ask questions whenever they have difficulties and they follow the reading comprehension activity with interest.

As a conclusion, this strategy is applicable for reading comprehension activity because it can change the students' behavior from being a passive reader into an active reader by following each phase of the strategy. This strategy also helps the students to be strategic as they read with intention. For the teacher, this strategy is flexible because it can be used to teach any kinds of text as needed. Both of the teacher and the students could make the class more active where the teacher actively gave the instructions to the students instead of asking for the students to silently read the text, and the students be more active by following each instructions given by the teacher.

Suggestion

Based on the facts found during the treatment, the researcher would like to give some suggestions. For students, the researcher suggests that they need to be aware that learning is the process of absorbing the knowledge for their own benefit. The students need to be active in the process of teaching and learning in the classroom. Through learning with IEPC Strategy, the students can be more active in finding the information from the text. The researcher strongly advised the students to listen the instruction well before doing all phases of IEPC Strategy, otherwise the students will not be able to do it properly. For the teacher, the researcher suggests before giving treatments using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy, the teacher must consider few things to make it successful. First, The teacher must prepare the appropriate reading material to the students as this strategy require the students to imagine things, in the other words the students need to have prior knowledge about the topic. Second, applying Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy in the class with many students may be difficult, the teacher must be able to control the class. By controlling the class, the teacher can give clear instructions to the students, therefore the students will not end up in confusion. Third, the teacher must give the explanation of each steps clearly, so it will not make any confusion for the students. The researcher also would like to give suggestion for further researcher, it is expected that the result of their research can give more information for those who want to conduct similar research

REFERENCES

- Muijs, Daniel. (2004). *Doing Quantitative Research in Education*. London: SAGE Publications.
- Thalheimer, W., & Cook, S. (2002). *How to Calculate Effect Sizes from Published Research Articles: A Simplified Methodology*. Retrieved June 28, 2013. From http://work-learning.com/effect_sizes.htm.
- Westwood, Peter. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Victoria: The Australian Council for Educational, Ltd.
- Wood, K. D., (2002). *Research into Practice: Aiding Comprehension with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy*. Middle School Journal. 33(3). 47-54. Retrieved on January, 29 2014.
From:
<http://www.amle.org/Publications/MiddleSchoolJournal/Articles/January2002/Article9/tabid/422/Default.aspx>
- Wood, K.D. & Endres, C. (2004). *Motivating Student Interest with the Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy*. The Reading Teacher, 58 (04), 346-357. Retrieved on March 2, 2013.
From:
<http://www.jstor.org/discover/10.2307/20205488?uid=3738224&uid=2&uid=4&sid=21104066565461>